



Behaviour and Exclusion Policy

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1. **Aims/Policy Statement; Ensuring Outstanding behaviour and attitudes for Learning at North Chadderton School**

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (2014). This policy must be read in conjunction with the School Uniform policy, Home and School Partnership Agreement, Anti-bullying policy, Drugs and Substance Misuse policy, Equality and Diversity policy and Child Protection and Safeguarding policy.

The role of the Government is to give schools the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At North Chadderton School we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

North Chadderton School expects:

- All students to show respect and courtesy towards teachers, other staff and towards each other.
- Parents to encourage their children to show that respect and support the school's authority to discipline its students.
- A culture of respect by supporting their staff's authority to discipline students and ensure that this happens consistently across the school.
- That every teacher will be good at managing and improving children's behaviour.

A clear behaviour policy, consistently and fairly applied, underpins effective education. North Chadderton School encourages outstanding behaviour through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the school understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens.

The concept behind positive behaviour for learning

As individuals we all choose how to act. However, it is important that we all recognize that for every choice or action there is a consequence. These can be either positive or negative.

A consequence is an outcome that arises as a direct result of the way we act.

At North Chadderton School, consequences are issued by staff, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Key Points

All paid staff of the school have the power to issue rewards and sanctions which occur in school and, in some circumstances, outside of school.

The school has the power to issue sanctions that include after school detention and off-site behaviour placements, fixed term exclusions and in extreme cases, permanent exclusions.

Staff can confiscate students' property. Staff have the power to search without consent if they feel there is an immediate risk.

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

All incidents of bullying will be investigated with appropriate actions taken.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

2. Rewarding Positive Behaviour

2.1 Our ethos underpinned by our 5 R's are supported by a coherent system of rewards and sanctions that are based on the concept of *choice and consequence*, with the ownership of the behaviour placed firmly with the student:

- *Should students choose to follow school expectations and behave appropriately, then they will be rewarded.*
- *Should students choose not to follow school expectations and behave inappropriately, then a system of sanctions will be reasonably applied if appropriate.*

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with students in a manner that:

- *encourages and promotes positive behaviour*
- *looks to defuse and positively manage confrontation should it arise.*

2.2 Rewards

At North Chadderton School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their school life - including behaving as expected.

Rewards are much more effective than punishment in motivating students and will be recorded on IRIS under one of these areas:

- Respect
- Resourceful
- Responsible
- Reasoning
- Resilient
- Reflective

All events will be recorded as receiving 1 achievement point.

To secure the positive climate for learning, the school seeks to create an atmosphere, where the emphasis is on praise and encouragement, whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At North Chadderton School, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in school and in the community and in the way they treat the environment and these form the basis for rewarding students through Departments' rewards system. Every Department has a budget allocation from the central Rewards' Budget, to purchase subject specific rewards.

In addition all adults are encouraged to reward positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Referral to Form Tutor, Subject Leader, Senior Progress Leaders, SLT, Headteacher, Governors*
- *Contact with parents/carers through a good news postcard/ phone call/ letter or e mail.*
- *Celebration Assemblies*
- *Certificates, privileges*

2.3 Sanctions

Sanctions are necessary for students who choose not to follow the School's rules and behave inappropriately. At North Chadderton School we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour, rather than to be used as punishment or retribution, and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modeling expected behaviours when intervening and interacting with students.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

2.4 The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and Supply Teachers will be given clear guidance on the reward and sanction expectations of the School upon arrival.

3. Behaviour Strategies

North Chadderton School has a proactive commitment to a range of other behaviour strategies:

1. Professional staff responsibility to own behaviour management and building sound relationships. This involves a common understanding that escalation occurs after utilisation of varied behaviour management techniques.
2. Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
3. A high level of professional judgement amongst teaching staff which balances personal behavioural management techniques supported by the 'C system' and reward points to create a positive learning environment.
4. Having high quality teaching which challenges and engages students (all levels/learning styles). This increases motivation and promotes effective learning with good behaviour.
5. Provide Support Systems such as the Remove Room, Inspire Centre, Academic Tutors, Senior Progress Leaders, Pupil Progress Co-ordinators, Peer Support, Student Services, Teaching Assistants, a school counsellor, regular internal planning meetings and referrals to outside agencies.
6. Working with multi-agencies to provide appropriate education for those whom North Chadderton School is not the best option (e.g. Wellbeing).
7. SMSC curriculum provides education for many statutory requirements such as; bullying (in all types, Prevent, extremism, radicalization, British values, homophobia, sexual education, friendships and post 16 ambitions. This is a spiral curriculum and aims to support the ethos of the school.
8. Regular review of climate data, policy to embrace new developments, structures, personnel etc.
9. The school engaging with parents.
10. A change of teaching set or class.
11. Temporary placement in the school Learning Support Unit (Aspire) as part of a planned positive programme for students. At Key Stage 3 this may be short term. At Key Stage 4, this may be a permanent arrangement.
12. Behaviour Placement at another school.
13. A Managed Move to another school, with the consent of all parties involved; this can be successful for students at risk of exclusion and as an alternative to permanent exclusion.
14. Consideration by the Special Educational Needs Co-ordinator (SENCo), with colleagues, of possible interventions within the school.
15. Assessment of Special Educational Needs, including possible placement in a special school.
16. Allocation of a key worker such as a Pupil Progress Co-ordinator, Careers Service Personal Adviser or member of an External Agency as appropriate.
17. Referral to a specific support service, such as the School Attendance Improvement Service, Children's Services or the Child and Adolescent Mental Health Service.
18. A PSP (Pastoral Support Plan)
19. An Early Help assessment is a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate. Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary. An early help assessment may be undertaken at any stage. It may be particularly appropriate to carry out an early help assessment in cases of multiple fixed period exclusions.

4. Sanctions in Practice

Listed below is guidance regarding the use of sanctions. It must be remembered that the goal is to bring about a modification of behaviour so that teaching and learning can continue. Some students will require minimum intervention while others will need the support of these strategies throughout their school careers. We can expect some strategies to be repeated on a number of occasions. The sanctions are based on the principle of The School's Respect Charter (see Appendix 4) C1, C2, C3, C4 (consequence system).

Failure to follow the classroom rules:

C1: Classroom Rules may result in a C1.

Examples of initial indiscipline **may include** the following:

Talking whilst you or another student is talking; shouting/ calling out; not settling to work- general lack of concentration; chewing; messing with his/her own equipment or taking equipment of others without their permission; constantly turning round; failure to bring correct equipment to the lesson; late arrival at the lesson.

Adults within the classroom/ learning space will use preventative measures such as breaking down the instructions further; making individual tasks specific; having strategic seating plans.

Thereafter they will use a hierarchy of strategies which might include:

- *Giving positive instructions.*
- *Praising behaviour which does comply and focus on it.*
- *Tactical ignoring*
- *Explaining clearly how to get back on track*
- *Giving a reminder of the rule.*
- *Using non-verbal signals such as a gesture; placing a hand on the desk; making eye contact with the student; pointing to the student's work; pointing to legs of chair (for someone rocking on chair); pointing to task on board; standing within proximity of the student.*
- *Asking the student individually what he/she is doing using their name*
- *Providing equipment as needed, to be discussed at later opportunity*
- *Recognition of lateness, to be discussed at later opportunity*
- *Giving a choice of moving seats to avoid escalating the non-compliant behaviour*
- *Partial agreement e.g. "Yes, you may have been talking about your work but I would like you to.."*
- *Writing the student's name on the board or having a visual symbol on the board. Giving a chance to improve and have the name taken off the board*
- *Using systems such as "table rewards" so that structured groups of students take shared responsibility for each other's work and conduct*
- *Giving a clear, calm warning in a low voice*
- *Explaining clearly what the problem is and asking the student to make a good choice about his/her next action and warn that the next step will be a C2.*

C2: Failure to follow the Classroom Rules on a second occasion may result in a C2 being issued

When a student **persists** with a type of low-level behaviour which disrupts the learning of others-by continuing to talk over you or another student; by continuing to call out; by refusing to get on with

his/her work; by reacting negatively to your requests e.g. by arguing or refusing to move to another seat when asked; by calling another student names.

Adults within the classroom/ learning space will use preventative measures as outlined above but will then use further strategies to try and modify the behaviour, which might include:

- *Moving the student to a different seat in the classroom*
- *Keeping the student back at the end of the lesson or asking the student to come back at a specific time such as break, lunchtime or the end of the day for 10 minutes in order to have a solution-focused discussion with the student and to set targets for improvement.*
- *Contacting the Curriculum Leader if the problem has persisted over several lessons and putting the student on Subject report.*
- *Setting extra work until it meets the required standard.*
- *Setting of written tasks as punishment such as writing lines or an essay.*
- *Loss of privileges such as loss of prized responsibility or not to participate in a non-uniform day.*
- *Warning the student that this is his/her last chance and then **record the behaviour on IRIS indicating what the behaviour concern was.***

C3: Failure to follow the Classroom Rules on a third occasion may result in a C3 being issued

When **all other strategies** have failed or when a student causes a “one-off” **serious incident**, which disrupts the lesson. Examples might include:

Refusal to react positively to previous hierarchy of measures; complete challenge to your authority or to that of another adult working in the classroom e.g. refusal to hand over a mobile phone or other banned item.

Adults within the classroom will:

- *Record the behaviour on IRIS including a brief description of the incident in the comment box so that there is an account of what has happened.*
 - *Issue an hour departmental detention for either a Monday or Tuesday evening. Failure to attend this 1 hour detention will result automatically in a 1.1/2 hour Headteacher’s Friday C4 detention.*
 - *Contact home to let parents/carers know what has happened and that a detention is scheduled.*
 - *The student will then be sent to an alternative learning room within the department for the rest of this lesson to avoid further disruption.*
- Consequences for the student may also include:
- *School Community Service or imposition of a task such as litter collecting, tidying a classroom, removing graffiti, clearing the Restaurant after meal times*
 - *Student placed on a reporting schedule for behaviour monitoring.*

C4: Very Serious Consequence/Serious breach of the school’s Respect Charter/Serious breach of Health and Safety

When a student displays behaviour which is **illegal, extreme or dangerous to themselves or others in the school community.**

Examples might include:

Kicking or throwing chairs or other classroom furniture; using aggressive threats to either the teacher or other students; refusing to sit down or calm down; swearing or using offensive language directly to the teacher; physical or sexual assault on a member of staff or student; racist conduct; refusal to be exited to another member of staff

Staff should not leave the classroom but should contact Reception, either by phone or by sending a reliable student with a message. The Receptionist will contact the member of SLT who is on-call. **The member of staff who reported the original incident must enter the behaviour on the IRIS.**

The member of SLT on call will remove the student from the classroom and log this by recording it as an SLT call out. He/ she will take further action using one or more of the following sanctions:

- *A Headteacher's Friday 1.1/2 hour detention*
- *Internal exclusion (Remove Room placement)*
- *Meeting with parents arranged*
- *Exclusion: fixed term or permanent*
- *PSP (Pastoral Support Plan)*
- *A Disciplinary Placement for a short period at another school*
- *Referral to Support systems outside school (e.g. Prevent etc.)*
- *Referral to Governor's Disciplinary Committee*
- *The member of staff involved in the original incident may be involved in follow up action.*
- *A PARE placement at the Kingsland School (Step Out Programme)*
- *A request for a difficult transfer to another local Secondary School*
- *A Managed Move to another local Secondary School*
- *A request for a Supportive Transfer to another local secondary school*

All Behavioural events are to be recorded on IRIS.

All events will be recorded as receiving 1 or more negative points.

Staged Behaviour System (See Appendix 5)

The Respect Charter and C1-C4 Consequence System is fully supported by a Staged Behaviour System in school, offering layers of personalized support for students from staff and the school's Raising Achievement Team.

Low Level Disruption

Low level disruption not only seriously affects the learning of the student and disrupts the lesson/learning environment, but directly affects the learning of other students present and the teacher's ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low Level Disruption, however, this list is not exhaustive.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff.

- General defiance.

Through our Positive Behaviour for Learning procedures, North Chadderton School intends to address the issue of low level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

Mid-High Level Disruption

For disruption that has a significant effect on a student's learning and/or safety a C3 may be issued without a C1 or C2 warning being given. This is discretionary and where this action is taken it is to prevent a student's removal from lesson or for an incident where it is deemed appropriate to escalate the consequence. In some rare cases, students may be removed from that classroom to prevent further disruption and placed in an alternative classroom. In these cases, a C3 will automatically be issued.

High Level Disruption/Serious incidents/Non-compliance with school procedures

For incidents that the school perceives to be of a serious nature, students will be issued with either an internal isolation, an off-site behaviour placement or a Fixed Term Exclusion. (All students who receive a Fixed Term Exclusion will be issued with a day in isolation on their return to school).

All students involved in a fight will automatically receive a minimum sanction of an internal isolation. All victims of assault will be encouraged to make a formal complaint to the Police.

However, a student may well be issued with an isolation who has not been excluded. One example of this could be where a student is removed from class because he/she has still chosen not to behave in an appropriate manner after being issued with a **C3** during the lesson.

Isolation:-

Students start their day in Isolation at 8.45am and finish at 2.30pm. However, if students display negative behaviour whilst completing the Isolation they will repeat a full day.

- Students do not get any breaks.
- Students eat their lunch in the Isolation room.
- Students do not talk to other students within the Isolation room.
- Mobile telephones will be removed from students at the start of their placement in the Isolation room.
- Students will not be permitted to eat or drink other than at allocated times during Isolation.

Packed lunches must contain foods that comply with the Healthy Schools Agenda. Food/drink items that are not deemed suitable will be confiscated by staff. This includes fizzy drinks.

Students will be given access to toilet facilities at break and lunch.

If students make the right choices they will never be issued with a C3 or an isolation. Students will always have a chance to think about what they have done.

Off-site Behaviour Placements

In agreement with other Secondary schools in the Oldham Authority, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in

another school's isolation area or equivalent. The host school will provide appropriate work although North Chadderton School may provide work packs for students on extended placements.

Students will adhere to the host school's behaviour procedures and arrive and leave at the host's school times. It is the parent/carers responsibility to arrange appropriate transportation to the host schools. Students will be expected to attend in full North Chadderton School uniform.

Fixed Term Exclusions

Please remember the School aims to keep exclusions to a minimum. When issued they are to provide time for us to investigate incidents and for students to reflect on their actions. However, it is our belief that exclusions are not necessarily a consequence for an action. Therefore excluded students will always face a consequence on their return to school. This consequence is a day in isolation. This procedure promotes our drive to raise Attendance and Inclusion, whilst creating an excellent platform for students to learn and teachers to teach.

5. Serious Breach of the School's Behaviour Policy

The Headteacher's Power to Exclude

1. Only the Headteacher of a school can exclude a student and this must be on disciplinary, a serious breach of the Home School Partnership Agreement or on Health and Safety grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
2. Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
3. The behaviour of students outside school can be considered as grounds for exclusion.
4. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
5. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
6. Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude

7. A decision to exclude a student permanently should only be taken:
 - In response to serious or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

8. The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give students an opportunity to present their case before taking the decision to exclude.
9. Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

For full documentation and DfE Guidance see 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' – a guide for those with legal responsibilities in relation to exclusion.

Students' conduct outside the School gates

Teachers may issue positive and negative consequences to students involved in incidents whilst:

- taking part in any school organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school

The school prides itself as a hub site in the community. It will fully support Police investigations or community incidents and will sanction or rewards students appropriately.

In all cases of misbehavior the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

6. Anti-Bullying Procedures (See also Anti-Bullying Policy)

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying is unacceptable.

- To ensure that all members of our school community are able to recognize acts of bullying.
- To create a climate where everyone feels confident and safe to speak out.

7. Searching, Screening and Confiscation with students

The information below is based on guidance from the Department for Education; Searching, screening and confiscation (2014)

School staff can search students with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs (see also Drugs and Substance Misuse Policy)
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for (such as energy drinks, fizzy drinks)

Where possible, 2 members of staff will be present during a search. However, this may not be reasonably practical.

Searches can be performed on both the School site and anywhere the member of staff has lawful control of charge of the students (e.g. School trip).

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm e.g. chewing gum, correction fluid. Such force cannot be used to search for items only banned under the School rules.

Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline e.g. the sale of confection is prohibited in School.

The consumption of energy drinks, fizzy drinks is prohibited in school, any item of this nature will be confiscated.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia and pornography will be destroyed by the School. Other items banned by the School will be retained until the end of each term. Parents/carers may then collect items. Repeat offenders may have items disposed of by the School immediately.

Screening

North Chadderton School does not currently screen students on entry or at any time whilst on School property. The School however, reserves the right to do so and does not have to allow that student access to the building if they refuse. This is not classed as an exclusion but will be classed as unauthorised absence.

8. Use of Reasonable Force (See also Restraint Policy)

The information below is guidance set out by the Department for Education; Use of Reasonable Force (2014)

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the School rules.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff members concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Action in Self-Defence or in an Emergency

Everyone has the right to defend themselves against attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was

at immediate risk of injury or on the point of inflicting injury on someone else any authorized staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. (The above is taken directly from the current reasonable restraint policy)

Allegations of Abuse against Staff

Allegations of abuse will be taken seriously and the school will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

9. CCTV

CCTV and school cameras can be used to record behaviour incidents and to assist in the identification of culprits. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

For more detailed guidance please refer to the CCTV Policy.



consequences

RESPECT

C1

- Verbal warning given
- Name taken and displayed

C2

- 2nd verbal warning given
- Move seats
- 10 minute break or lunch time class teacher detention

C3

- 3rd and final verbal warning given
- 60 minute departmental detention
- Phone call home; details logged
- Move class within department

C4

- Serious breach of the school Code of Conduct
- On call / SLT to remove student
- Serious consequence issued